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Life of Reason," which is a thing that literature ought to facilitate and not encumber.

WENDELL T. BUSH.

COLUMBIA UNIVERSITY.

What is Education? ERNEST CARROLL MOORE. New York: Ginn and Company. 1915. Pp. 350.

Professor Moore's book consists of a collection of eleven lectures and essays closely related to the question of teaching efficiency as based on the learning process in pupils. The author considers the chief enemy of a truly educative school-setting to be job-lot instruction of children (even including the children of a larger growth to be found in colleges and universities) by means of formal memoriter methods. Lectures or the more informal telling of the grades, are admissible against a background of inquiry, and book assignments are valuable, even essential, as means of solving problems already formulated in the pupil's mind; but lectures and book assignments are bad, and relatively worse, according to the passivity and lack of initiative of the learner. For learning, as a natural human activity is, and must be, world-building. If the pupil is to be educated, it is essential first of all that he be an active builder. To be a builder, it is fundamental that he should possess aims—not aims in general, but aims specific, local, present, self-discovered, and self-chosen. "Methods of teaching are good just in the degree that they make the student a partner in the enterprise of learning." The first aim of the teacher should be to surround the pupil with conditions which will involve him profoundly in the processes of distinguishing, selecting, arranging, solving, and using.

The author's enthusiasm and single-mindedness of purpose combine with excellent literary qualities to produce a most readable and convincing book. Its subject-matter is not novel to one who has kept up with the literature of teaching method, as Professor Moore is the first to insist; but it is presented with a freshness and a breadth of historical vision that make it a very significant contemporary treatment of a theme that will never cease to demand attention.

Holding as he does a brief for the pupil's self-activity, the author does not stress as much as the topic deserves the place of drill and book-work in the class-room and the study period; but had he done so, the book would probably have failed somewhat of the larger usefulness that it bids fair to attain, for its greatest mission is pointedly and persistently to raise the troublesome question of how to assist children to mental self-activity and the possession of abiding interests of the right sort. A thorough, unbiased reading of the book can hardly fail of compelling the teacher, whether in the lower grades of the common schools or in the colleges and universities of the country, to ask himself whether he is doing all that he could do under the circumstances which surround him, in the way of introducing initiative, research, and judgment into the work of the pupils under his direction.

EDWARD H. REISNER

KANSAS STATE AGRICULTURAL COLLEGE